



# SESSION ACTIVITIES



A companion resource for the Coaches Guide and Video Library



## Using these Session Activities

Welcome to our updated Session Activities booklet for Aussie Hoops.

All sessions are designed for the Rookie stage (5-6 year olds), but are adaptable to the Starter and All-Star stages by using the CHANGE IT principles (page 2).

When using this guide, keep in mind that there is no “one-size fits all” approach to coaching – each group you coach will have different needs. We have provided these activities as a set of seven sessions to guide the beginner coach, however as coaches advance they should view these activities as a bank of activities in their ‘coaching toolkit’; applying them to their particular group’s needs.

## Points of Emphasis

The changes we’ve made in this updated resource are:

1. Greater emphasis on co-operative activities;
2. Minimising queue lengths and maximising active involvement by participants;
3. Simplified activities for quick instruction and play;
4. Reinforcing “games” and “activities” over “drills”; and
5. Eliminating any elimination games.



## Coaching Philosophy

The Aussie Hoops program applies the Playing for Life philosophy, based on the game sense approach to coaching. The key features of Aussie Hoops coaching include:

- **The game as the focus:** Children develop sporting skills and tactics through fun games and activities (by ‘playing the game’) rather than performing traditional skill based drills in isolation from the game.
- **Coach as a facilitator:** Coaches play a facilitator role rather than a director’s role. They set challenges for the children to find solutions through games rather than instructing children how to perform a particular skill.
- **Discrete coaching:** Instructions and demonstrations by coach are kept to a minimum and play is allowed to continue where possible (“coach on the run”).
- **Role models:** Use player role models during the activities to demonstrate and emphasise good technique or strategies.
- **Asking the players:** The use of ‘questioning’ is a valuable strategy to engage the children themselves in changing the activity to increase participation and to make the activity more or less challenging.

## CHANGE IT

Coaches should constantly observe each activity to ensure maximum engagement of children of all abilities by considering the following questions:

- Are all children enjoying and/or engaged in the game?
- Is the purpose of the game being achieved?
- Are all children being challenged appropriately? (Is it too difficult, too easy, one-sided?)

If the answer to these questions is “no”, use the CHANGE IT principles to modify a component of the activity:

<b>C</b>	<ul style="list-style-type: none"><li>• Coaching Style</li><li>• More visual cues, use of questions, level of direct involvement</li></ul>
<b>H</b>	<ul style="list-style-type: none"><li>• How you score/win</li><li>• Different means or value of scoring - pass to a player or hit a cone to score</li></ul>
<b>A</b>	<ul style="list-style-type: none"><li>• Area Size</li><li>• Make the playing area longer/narrower, shorter/wider, smaller/larger</li></ul>
<b>N</b>	<ul style="list-style-type: none"><li>• Numbers</li><li>• Vary team sizes (2v1, 3v2, 4v4, etc.)</li></ul>
<b>G</b>	<ul style="list-style-type: none"><li>• Game rules</li><li>• Implement a "no grab" rule, make every player touch the ball before a shot</li></ul>
<b>E</b>	<ul style="list-style-type: none"><li>• Equipment</li><li>• Lower rings or use a hula hoop, use a softer ball</li></ul>
<b>I</b>	<ul style="list-style-type: none"><li>• Inclusion</li><li>• Include players in the direction of the activity and use their feedback</li></ul>
<b>T</b>	<ul style="list-style-type: none"><li>• Time</li><li>• Reduce or extend the time to perform actions/skills, or make decisions</li></ul>

# Session 1 of 7

## Key session objectives

1. Create a fun and safe basketball experience for all participants.
2. Maximise each participant's active involvement in the session.
3. Build participants' knowledge of their local basketball pathway.

2-3mins

## Welcome and Introduction

### Intro to Basketball

- Introduce coaches
- Introduce local club/association
- Question: Who is playing basketball for the first time today?
- Give overview of program, including key skills to be learnt and emphasise 'having a go' at everything

### Basketball Rules are School Rules

- Keep hands and feet to yourself
- Remain quiet and keep balls still when coaches are speaking
- Respect each other
- Clearly establish boundaries of playing area

7-10mins

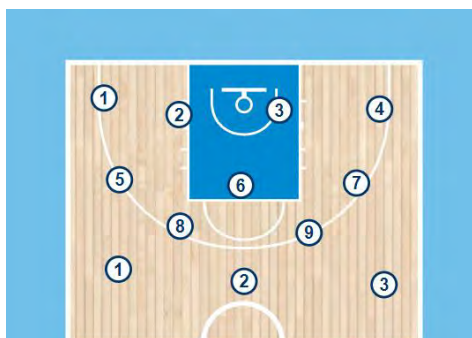
## Everyone's It

**Purpose:** To physically prepare and energise participants at the start of a session.

**Equipment:** Nil

### Activity Setup:

- All participant are trying to tag one another.
- If participants are tagged, they must complete a small task before re-joining the activity, e.g. Star jumps.



### Coach on the Go:

"Tag as many other participants as possible and stay moving"

### Questions to Guide Learning:

"What can you do to tag others safely?"

### CHANGE IT:

- Participant slide in a defensive stance (knees bent, hands out to the side) and free themselves by pulling their ears twice.

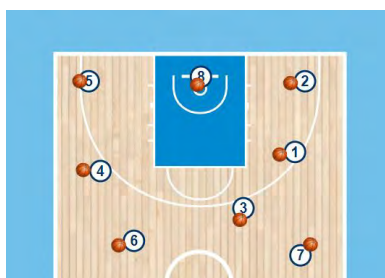
## 7-10mins **Dribble It**

**Purpose:** To introduce dribbling techniques to participants.

**Equipment:** One basketball per participant.

### **Activity Setup:**

- Participant move around the basketball court, dribbling the ball with different body parts as per the coach's instruction.
  - With their elbows
  - Pads of fingers
  - Finger tips
  - Palm of hand
  - Back of hand



### **Coach on the Go:**

"Pound the ball"

"Keep eyes up so you can see where you are going"

### **Questions to Guide Learning:**

"Which dribbling technique was the easiest to do?"

### **CHANGE IT:**

- Participants show all the trick ways they can dribble the ball.
- Participants need to copy the coach's dribbling moves.

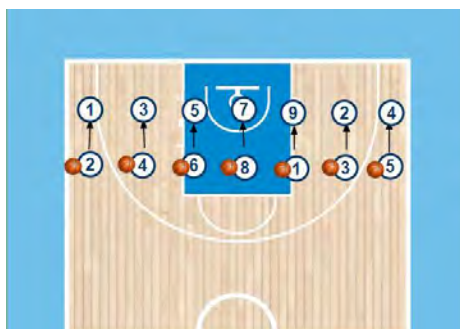
## 7-10mins **Change-Up Passing**

**Purpose:** To familiarise participants with basic passing techniques.

**Equipment:** One basketball per pair.

### **Activity Setup:**

- Participants get into pairs and standing facing one another.
- One participant per pair will have a basketball.
- Participants will complete as many passes as possible in the time frame given.
- Participants will count how many passes they make.
- When coach calls "CHANGE" participants must find a new partner, and commence throwing passes again.



### **Coach on the Go:**

"Step forward as you pass"

"Pass the ball quickly"

### **Questions to Guide Learning:**

"Which pass is faster, a chest or bounce pass?"

### **CHANGE IT:**

- Chest pass – participants step as they pass the ball, making sure they follow through with their elbows straight and thumbs down.
- Bounce pass – participants step as they pass the ball, experiment with where is best to bounce the ball to get it to their partner.

7-10mins

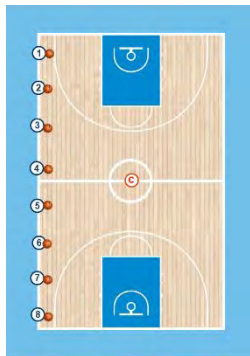
## High, Low & Go!

**Purpose:** To familiarise participants with dribbling techniques.

**Equipment:** One basketball per participant.

**Activity Setup:**

- Participants spread out on sideline with basketball.
- When coach calls “Higher”, participants dribble higher.
- When coach calls “Lower”, participants dribble lower.
- When coach calls “Go!”, participants dribble across to other side of court and back.
- Use extremes of “High” and “Low” to vary the movement and guide discussion on the best height to dribble at.



**Coach on the Go:**

“Dribble no higher than hip height”  
“Fingers spread for maximum control”

**Questions to Guide Learning:**

“What was the easiest height to dribble the ball at?”

**CHANGE IT:**

- When coach calls “Change”, participants change dribbling hand.

7-10mins

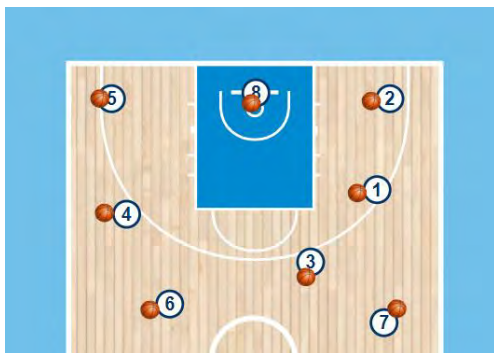
## Patty Mills Skills

**Purpose:** To introduce ball handling skills to participants.

**Equipment:** One basketball per participant.

**Activity Setup:**

- Participants move around the basketball court performing different ball handling skills, according to coach’s call.
  - Figure 8s
  - Body wraps
  - Toss, Clap and Catch



**Coach on the Go:**

“Eyes up to see the floor”  
“Stay low, so you’re quick to go”

**Questions to Guide Learning:**

“Can you show me different ways we could move the ball?”

**CHANGE IT:**

- Popping – squeezing your fingers on the ball.
- Slams – slapping the ball backwards and forwards between hands.
- Side to side - with an open hand on either side participants throw ball from hand to hand.
- Have participants mimic each other’s moves.

## 7-10mins **High Five Shooting**

**Purpose:** To familiarise participants with shooting techniques and encourage co-operation and social interaction.

**Equipment:** Three basketballs and 10 cones.

### **Activity Setup:**

- Participants stand in three short lines facing the ring.
  - Directly in front of the ring
  - Right side of the ring.
  - Left side of the ring.
- Participant take one shot before rebounding the ball and returning to the line they started in.
- Participants dribble the basketball back to their line, and give their team mate a high five before the next participant can take a shot.



### **Coach on the Go:**

“Lift, Lock and Snap”

“Finish with a strong emu neck”

### **Questions to Guide Learning:**

“What should we do with our legs when we shoot?”

### **CHANGE IT:**

- Use a hula hoop or soft ball
- Participants complete a ball-handling activity between shots.
- Participants can only shoot from the outside of the key.

## 2-3mins **Huddle Up, High Fives and Hands-in**

Give your team mates a high-five!

Which activities did you enjoy most?

What did you learn today? What new tricks can you show your family?

Hands in – 1...2...3... Aussie Hoops! (or use club nickname for chant)



## Session 2 of 7

### Key session objectives

1. Create a fun and safe basketball experience for all participants.
2. Maximise each participant's active involvement in the session.
3. Build participants' knowledge of their local basketball pathway.

7-10mins

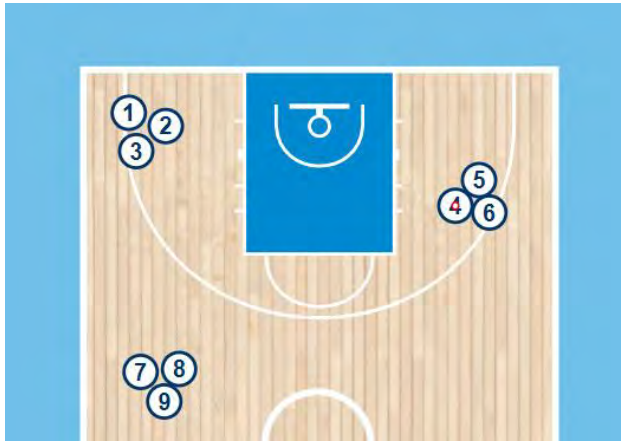
### Clumps

**Purpose:** To energise participants and develop teamwork and communication.

**Equipment:** Nil

**Activity Setup:**

- Participants freely move around the designated area (jog, skip, jump) until the coach shouts a number, and participants must then assemble into groups of that size using teamwork to include everyone.



**Coach on the Go:**

"Try and include everyone from your class"

**Questions to Guide Learning:**

"Did you bring someone else into the game?"

**CHANGE IT:**

- Call out "7 legs", "5 hands".
- Must have boys and girls within your group.

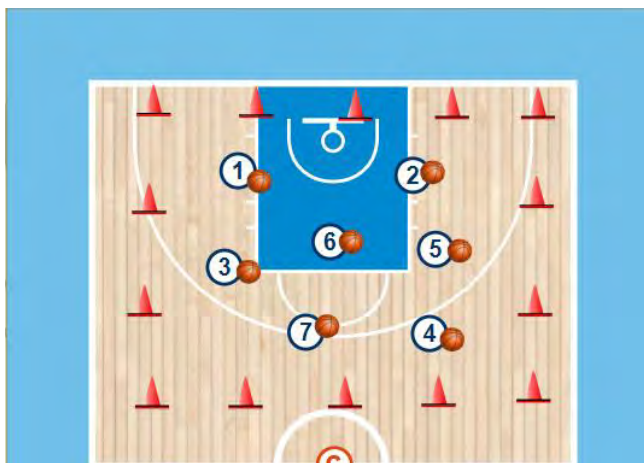
## 7-10mins **Driving Cars**

**Purpose:** To develop change-of-pace whilst dribbling.

**Equipment:** One basketball per participant.

### **Activity Setup:**

- Using cones, coaches will mark out boundaries for this activity.
- Participants will each have a basketball.
- Participants dribble around the marked area listening to the calls from the coach.
  - 1st gear – walking and dribbling the ball
  - 2nd gear – jogging and dribbling the ball
  - 3rd gear – running and dribbling the ball
  - Reverse – walking and dribbling backwards
  - Hit the brakes – stop and dribble on the spot



### **Coach on the Go:**

"Keep your eyes up so you can see where you are going"

"Keep your hand nice and wide hand when you dribble the ball"

### **Questions to Guide Learning:**

"Where were your eyes looking when you were dribbling the ball?"

### **CHANGE IT:**

- When changing speeds, coach can tell participants to only use their left/right hand.
- Use line markings as "roads" that participants must stick to.

## 7-10mins **High Fives Dribbling**

**Purpose:** To develop basic dribbling and social interaction skills.

**Equipment:** One basketball per participant.

### **Activity Setup:**

- Set a playing area by using the court markings.
- All participants have a ball.
- Participants dribble the ball around the playing area, high-fiving other participants with their free hand.
- Participants gain 1 point for each classmate they high-five in the 30 second period.
- Repeat activity, encouraging participants to break previous scores.



### **Coach on the Go:**

“Make sure you have a wide stance when dribbling”

### **Questions to Guide Learning:**

Where should your eyes be when dribbling the basketball?

### **CHANGE IT:**

- Participants must dribble low, or high.
- Participants say the name of their team mate when making a high-five.
- Offer 2 points for each high-five whilst dribbling with the non-preferred hand.

7-10mins

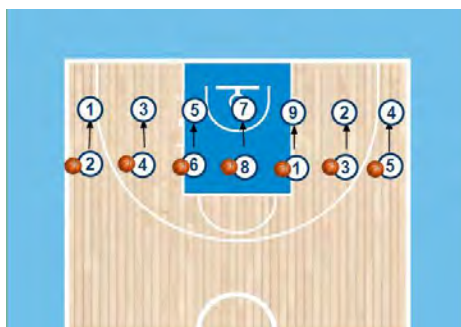
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**Activity Setup:**

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- One participant per pair will have a basketball.
- Participants will complete as many passes as possible in the time frame given.
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**Coach on the Go:**

"Step forward as you pass"  
"Pass the ball quickly"

**Questions to Guide Learning:**

"Which pass is faster, a chest or bounce pass?"

**CHANGE IT:**

- Chest pass – participants step as they pass the ball, making sure they follow through with their elbows straight and thumbs down.
- Bounce pass – participants step as they pass the ball, experiment with where is best to bounce the ball to get it to their partner.

7-10mins

## Giant's Treasure

**Purpose:** To develop variations in dribbling speed, including starting and stopping a dribble in a fun manner.

**Equipment:** One basketball and at least one cone per participant.

### Activity Setup:

- Participants line up along the baseline, with a ball each.
- A coach/parent (Giant) stands mid-court, with a stash of cones (treasure) around them.
- Participants dribble their ball whilst trying to sneak up on the giant and collect the treasure.
- When the Giant turns around, participants must stop and freeze.
- If participants are caught moving, they must take 3 steps backwards.
- Once participants have made it to the Giant's treasure, they collect a piece and return to the baseline before the Giant tags them.



### Coach on the Go:

"Keep your eyes up when dribbling"  
"Try to keep the ball below your hips when dribbling"

### Questions to Guide Learning:

"Is it best to dribble hard and fast, or soft and slow?"

### CHANGE IT:

- Participants can only use their non-dominant hand.

## 7-10mins **High Five Shooting**

**Purpose:** To familiarise participants with shooting techniques and encourage co-operation.

**Equipment:** Three basketballs and 10 cones.

### **Activity Setup:**

- Participants stand in three short lines facing the ring.
  - Directly in front of the ring
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- Participant take one shot before rebounding the ball and returning to the line they started in.
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### **Coach on the Go:**

“Lift, Lock and Snap”

“Finish with a strong emu neck”

### **Questions to Guide Learning:**

“What should we do with our legs when we shoot?”

### **CHANGE IT:**

- Use a hula hoop or soft ball
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## 2-3mins **Huddle Up, High Fives and Hands-in**

Give your team mates a high-five!

Which activities did you enjoy most?

What did you learn today? What new tricks can you show your family?

Hands in – 1...2...3... Aussie Hoops! (or use club nickname for chant)



## Session 3 of 7

### Key session objectives

1. Create a fun and safe basketball experience for all participants.
2. Maximise each participant's active involvement in the session.
3. Build participants' knowledge of their local basketball pathway.

7-10mins

### Farmer's Gates

**Purpose:** To develop spacial awareness whilst using dribbling and ball handling skills.

**Equipment:** 20 or more cones and one basketball per participant.

#### Activity Setup:

- Two cones are placed side by side with a distance of 1 metre between them (creating a gate).
- Place at least 10 gates in the area that participants are going to be playing in.
- Participants will dribble their basketballs through as many gates as possible, receiving one point for each gate they dribble through.



#### Coach on the Go:

"Keep your eyes up"

#### Questions to Guide Learning:

"Where should our eyes be looking when we dribble the basketball?"

"What part of our hand do we dribble with?"

#### CHANGE IT:

- Increase/decrease time limit.
- Some participants start the game without a basketball encouraging them to steal a basketball from other participants.
- Participants to change dribbling hand after each gate.
- Participants complete the activity in pairs, pass to a teammate through each gate.
- Participants are not allowed to dribble through the last four gates they went through.

7-10mins

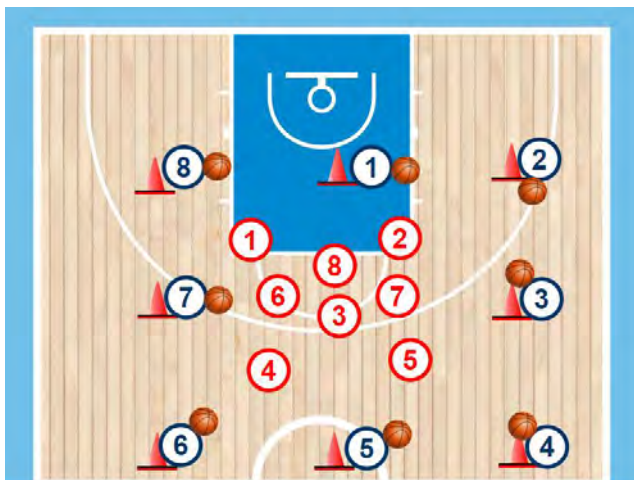
## Passing Grids

**Purpose:** To combine co-operative play with passing and cutting fundamentals.

**Equipment:** Cones/markers to mark out a square, and one basketball between two participants.

### Activity Setup:

- Cones are evenly spread to make a square playing area.
- Half of the group stand on edge of the square, each holding a basketball (passers).
- The remaining participants spread out inside the square (runners).
- When the coach calls “Go!”, runners must
  - establish position 1-2 metres in front of a passer;
  - call for a pass from a passer;
  - catch the pass and pass back to the passer.
- The runner must then run to a passer on a different side of the grid and repeat.
- Passers stay stationary for the duration of the game.
- Runners receive one point for successful pass they make within the 30-second time limit.



### Coach on the Go:

“Keep your eyes up”

“Run and find a new passer”

### Questions to Guide Learning:

“Which way should we step when passing the ball?”

### CHANGE IT:

- Increase/decrease time limit.
- Increase/decrease the playing area size.
- Runners must not use passers on the same side for consecutive passes.
- Change the type of pass to a bounce pass or overhead pass.

7-10mins

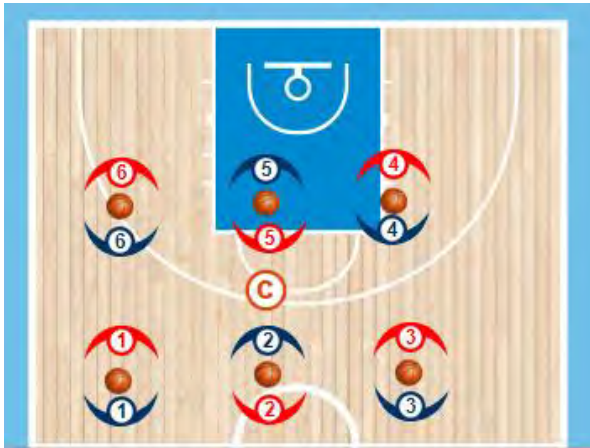
## Quick Hands

**Purpose:** To energise participants and develop reaction time and basic ball-contesting.

**Equipment:** One basketball between two participants

### Activity Setup:

- Participants pair up, and stand facing their partner with a basketball on the ground between them.
- The coach will call out body parts, and participants must use “quick hands” to touch that body part:
  - Ears
  - Shoulders
  - Nose
  - Knees
  - Toes
  -
- When the coach calls “Go!”, participants must try and pick up the ball before their partner. Allow a little pulling of the ball to secure possession but no overly rough pulling or wrestling.



### Coach on the Go:

“Listen carefully”  
“Protect your body”

### Questions to Guide Learning:

“How should we bend down to pick up the ball to protect our head?”

### CHANGE IT:

- Increase/decrease speed of commands.
- Include basketball and movement-related commands such as “Rebound”, “Take the Charge” and “Pitter-Patter”
- The participant who picks up the ball becomes a dribbler who tries to evade the other participant who acts as tagger.

7-10mins

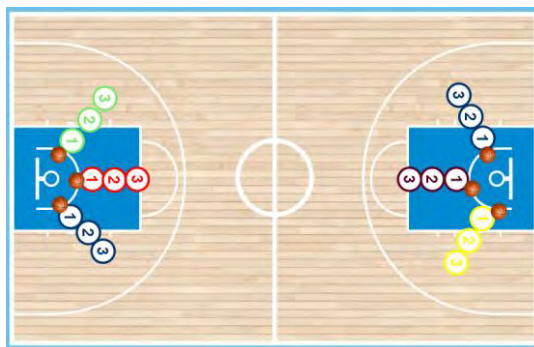
## Race Against the Clock

**Purpose:** To apply participants to shooting techniques in a competitive environment.

**Equipment:** One basketball per group.

**Activity Setup:**

- Separate participants into 2-4 groups per basket. Each group has their own spot, 2-3 metres from the ring.
- Participants must take turns to shoot, with the aim of scoring as many baskets as possible in one minute.
- After providing feedback, repeat and teams must then attempt to break their record.
- Alternately, this can be a continuous game where participants rotate to a new spot immediately after the previous game is completed.



**Coach on the Go:**

“Bend your legs when shooting at the ring”

**Questions to Guide Learning:**

“Where does the power of your shot come from?”

**CHANGE IT:**

- Increase the distance from the basket, requiring 1-2 dribbles prior to taking a shot.
- Modify ring height.

7-10mins

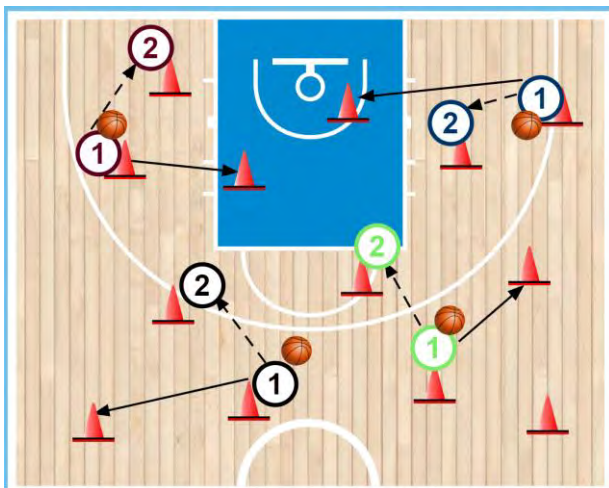
## Frogs and Lilypads

**Purpose:** To combine co-operative play with passing and cutting fundamentals.

**Equipment:** At least one cone per participant, and one basketball between two participants.

### Activity Setup:

- Cones are evenly spread with a distance of 2 metres between them
- Participants place themselves into pairs, sharing one basketball.
- The playing area is the “pond”, the cones are “lilypads”.
- Participants must pass to their partner (standing on a lilypad) and then run to another lilypad to receive a return pass.
- Dribbling or running through the pond is not allowed – participants will sink!!
- Participants receive one point for successful pass they make within the 30-second time limit.



### Coach on the Go:

“Keep your eyes up”  
“Find a new lilypad”

### Questions to Guide Learning:

“Which way should we step when passing the ball?”

### CHANGE IT:

- Increase/decrease time limit.
- Place the cones closer or further apart.
- Participants need to use every lilypad in the playing area in the time limit provided.
- Change the type of pass to a bounce pass or overhead pass.

7-10mins

## Rob The Nest

**Purpose:** To encourage team play, tactical decision-making and develop speed dribbling ability.

**Equipment:** One basketball per participant, cones or hula hoops to mark out team "nests"

### Activity Setup:

- Divide group into teams of 3-4, each team with a marked corner (nest).
- All basketballs are in a pile in the centre of the court.
- On "go", one participant from each team runs to the centre, takes a basketball and dribbles it back to their nest. They then 'high-five' the next participant who completes the same task.
- Once all basketballs are collected from the centre, participants may run to another team's nest, take one basketball and dribble it back to their own.
- If a participant is tagged whilst dribbling the ball, they must return the ball back to the nest they robbed it from.
- The team with the most basketballs in their nest when the coach blows their whistle is the winner.



### Coach on the Go:

"Pound the ball into the ground"  
"Dribble with eyes up so you can see where you are going"

### Questions to Guide Learning:

"Where should our eyes be when dribbling the basketball?"  
"What part of our hand do we dribble with?"

### CHANGE IT:

- Option to have participants "guard the nest"
- Use cones rather than basketballs.
- Participants go one at a time to rob the nest.

2-3mins

## Huddle Up, High Fives and Hands-in

Give your team mates a high-five!

Which activities did you enjoy most?

What did you learn today? What new tricks can you show your family?

Hands in – 1...2...3... Aussie Hoops! (or use club nickname for chant)



## Session 4 of 7

### Key session objectives

1. Create a fun and safe basketball experience for all participants.
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3. Build participants' knowledge of their local basketball pathway.

7-10mins

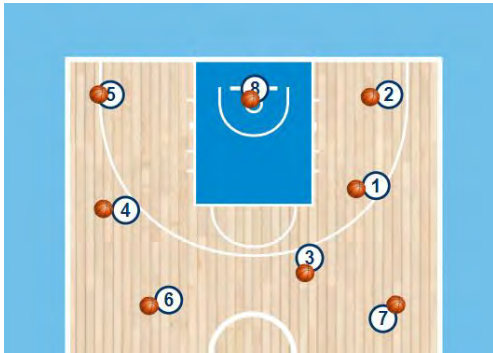
### Patty Mills Skills

**Purpose:** To introduce ball handling skills to participants.

**Equipment:** One basketball per participant.

**Activity Setup:**

- Participants move around the basketball court performing different ball handling skills, according to coach's call.
  - Figure 8s
  - Body wraps
  - Toss, Clap and Catch



**Coach on the Go:**

"Eyes up to see the floor"  
"Stay low, so you're quick to go"

**Questions to Guide Learning:**

"Can you show me different ways we could move the ball?"

**CHANGE IT:**

- Popping – squeezing your fingers on the ball.
- Slams – slapping the ball backwards and forwards between hands.
- Side to side - with an open hand on either side participants throw ball from hand to hand.
- Have participants mimic each other's moves.

## 7-10mins **Emu in the Middle (Interceptor)**

**Purpose:** To apply basic passing and defensive skills into a game environment.

**Equipment:** Three cones and one ball per group.

### **Activity Setup:**

- Three participants (passers) spread forming a triangle, with one basketball between them, and one participant (interceptor) standing in the middle of the triangle.
- The goal of the passers is to last 30 seconds without losing possession of the ball to the interceptor.
- The interceptor has 30 seconds to deflect the ball or catch it.
- If the defender is successful deflecting the ball, then the participant that made the incomplete pass will become the new defender.



### **Coach on the Go:**

"Catch the ball in the air"  
"Fake a pass before you make a pass"  
"Try to trick the passers"

### **Questions to Guide Learning:**

"How could we move the defender's hands to let us pass the ball?"

### **CHANGE IT:**

- Add or remove players from each side (4v2, 5v3)
- Decrease the time limit
- Decrease or increase the playing area.

## 7-10mins **Back to Back Bandits**

**Purpose:** To teach participants the importance of protecting their basketball whilst dribbling.

**Equipment:** One basketball per participant

### **Activity Setup:**

- Participants pair up with a partner, with a ball each.
- Pairs will stand still with their back to one another.
- Participants must dribble their basketball whilst trying to knock away their partner's basketball.
- When coach calls "CHANGE" participants find a new partner, and continue the game.



### **Coach on the Go:**

"Tap the ball not the player"  
"Change hands quickly"

### **Questions to Guide Learning:**

"When dribbling the basketball where were you looking?"

### **CHANGE IT:**

- Participants can only use one hand at a time.

7-10mins

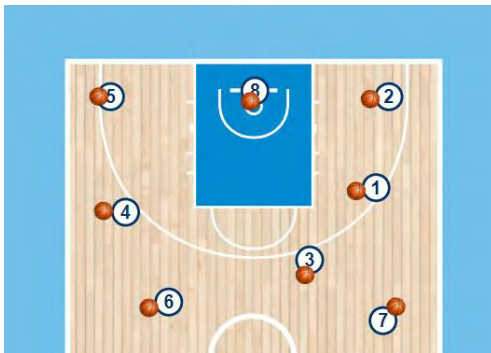
## Corkscrew Tag

**Purpose:** To physically prepare participants for the session whilst applying dribbling skills to a game context.

**Equipment:** One basketball per participant.

**Activity Setup:**

- Participants spread out around area with a ball each, 3-4 taggers assemble in the middle of the court without a ball.
- Participants try to evade taggers, if tagged they need to stop and perform a body wrap before re-joining the game.



**Coach on the Go:**

“Keep your eyes up when you are dribbling”

**Questions to Guide Learning:**

“What strategies did you adopt to avoid the attention of taggers?”

**CHANGE IT:**

- Only use left or right hand.

7-10mins

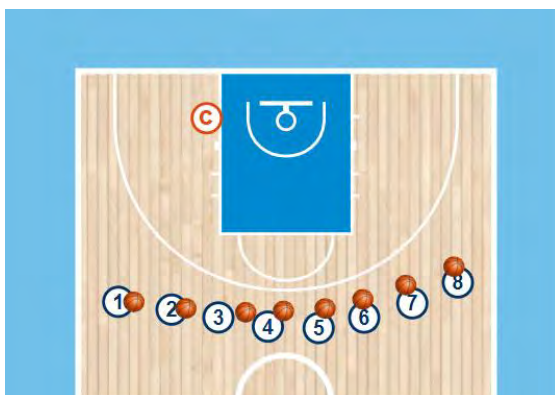
## Who's Who in the Zoo?

**Purpose:** To energise participants whilst learning different dribbling skills.

**Equipment:** One basketball per participant.

**Activity Setup:**

- Participants spread out in a line facing a basket.
- Coach asks participants to name three animals, and allocates each participant one animal.
- When the coach calls out an animal, those participants dribble across the basket and take a shot.
- When the coach calls out “Zoo”, everyone dribbles.



**Coach on the Go:**

“Keep your fingers relaxed and spread on the ball”

“Keep the ball in the finger pads”

**Questions to Guide Learning:**

“What should we do with our knees when dribbling?”

**CHANGE IT:**

- Changing the type of dribble.
- Participants must do as many body wraps as they can before the other group returns.
- Participant must shoot the ball at the other end.

7-10mins

## Builders and Bulldozers

**Purpose:** To develop attentional focus on other tasks and decisions whilst dribbling.

**Equipment:** A large amount of equipment that can be right-side up or knocked over/upside down (cones, frisbees, batons...etc.).

### Activity Setup:

- Scatter the cones around the court, with half placed upside-down.
- Assign half of the group to be builders - their job is to set the cones right-side up as they dribble around the area.
- Assign the other half of the group to be bulldozers - their job is to set the cones upside-down whilst dribbling around the area).
- Participants must use their non-dribbling hand to "build" or "bulldoze" the cone whilst dribbling.
- Play the game for 30 seconds, with the team having the most cones facing their way deemed the winner.



### Coach on the Go:

"Keep dribbling whilst you move the cones"

### Questions to Guide Learning:

"Does teamwork make this activity easier or harder?"

### CHANGE IT:

- Spread the cones out over a larger or smaller space.
- Decrease the time limit.

2-3mins

## Huddle Up, High Fives and Hands-in

Give your team mates a high-five!

Which activities did you enjoy most?

What did you learn today? What new tricks can you show your family?

Hands in – 1...2...3... Aussie Hoops! (or use club nickname for chant)



## Session 5 of 7

### Key session objectives

1. Create a fun and safe basketball experience for all participants.
2. Maximise each participant's active involvement in the session.
3. Build participants' knowledge of their local basketball pathway.

7-10mins

### Detective Dunkin

**Purpose:** A fun way to apply ball-handling skills into a session.

**Equipment:** One basketball per participant.

#### Activity Setup:

- Participants form a circle, with a ball each.
- One participant is chosen to be the detective, and faces away from the group whilst the coach selects a leader.
- All other participants must copy the movements that the leader performs, which may include:
  - Juggling ball in finger tips
  - Ball wraps (wrap the ball around your waist)
  - Figure-8s
  - Dribbles (cross-over, through legs etc.)
- The detective re-joins the group and must guess which participant is the 'leader' within three guesses.



#### Coach on the Go:

"Eyes up when dribbling the ball so you can see what is in front of you"

#### Questions to Guide Learning:

"What can the followers do to make the detective's job more difficult?"

#### CHANGE IT:

- Have two detectives.
- Provide additional skill options to participants.
- Remove the basketballs and have participants use body movements like jumping and hopping.

7-10mins

## Points Dribble Knockout

**Purpose:** To develop the participants' ability to maintain their dribble under pressure.

**Equipment:** One basketball per participant.

### Activity Setup:

- Participants spread out within the playing area.
- On coach's call, participants try to tap another participants' basketball whilst maintaining their own dribble.
- If a participant causes another player to lose their dribble, stop dribbling or lose their ball completely then they receive a point.
- No player is to be eliminated from the game at any stage.



### Coach on the Go:

"Keep your eyes up when dribbling"  
"Tap as many balls as you can"

### Questions to Guide Learning:

"Where should our eyes be when dribbling the basketball?"  
"What part of our hand do we dribble with?"

### CHANGE IT:

- Offer double points for balls tapped whilst dribbling with a non-preferred hand.
- Offer double points for tapping a coach's ball.
- Increase/decrease the player area or time.
- Participant must perform a ball-handling task before they can re-join the game when their ball is tapped.

7-10mins

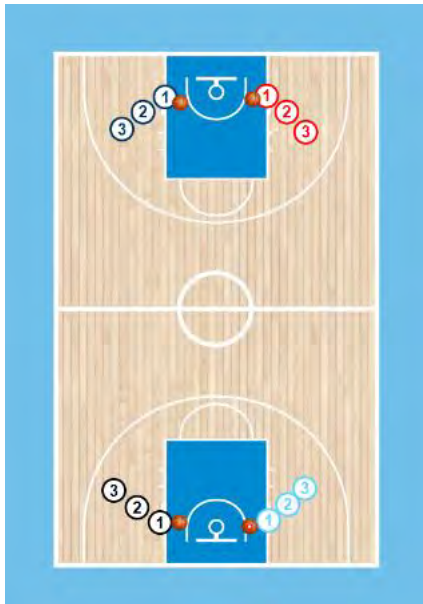
## Alphabet Shooting

**Purpose:** To enhance shooting in a more competitive environment, with a focus on team work.

**Equipment:** A basketball ring, one basketball per team.

**Activity Setup:**

- Participants form short lines of 3-4 around each basket. The first child in each line has a basketball.
- The Coach has participants select a "winning word"
- Each participant takes a shot, retrieves the ball and dribble back to their line, giving the next shooter a high-five. The next person must not shoot until they have been given the high five.
- For each shot they make, they shout a letter for a word they are trying to spell out.
- The first team to spell the entire "winning word" is the winning team.



**Coach on the Go:**

"Lift, lock, and snap"

"Finish with a strong emu neck (arm locked out)"

**Questions to Guide Learning:**

"Does the ball go higher or lower when I bend my legs?"

**CHANGE IT:**

- Make the words more difficult.
- Increase the distance from the ring.
- Have participants dribble with their opposite hand.

7-10mins

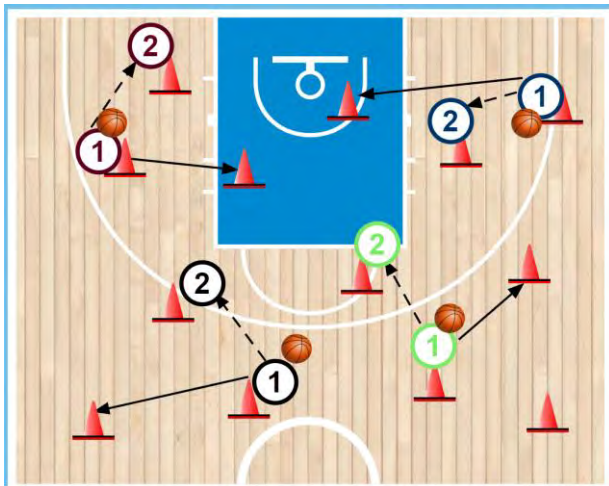
## Frogs and Lilypads

**Purpose:** To combine co-operative play with passing and cutting fundamentals.

**Equipment:** At least one cone per participant, and one basketball between two participants.

### Activity Setup:

- Cones are evenly spread with a distance of 2 metres between them
- Participants place themselves into pairs, sharing one basketball.
- The playing area is the “pond”, the cones are “lilypads”.
- Participants must pass to their partner (standing on a lilypad) and then run to another lilypad to receive a return pass.
- Dribbling or running through the pond is not allowed – participants will sink!!
- Participants receive one point for successful pass they make within the 30-second time limit.



### Coach on the Go:

“Keep your eyes up”  
“Find a new lilypad”

### Questions to Guide Learning:

“Which way should we step when passing the ball?”

### CHANGE IT:

- Increase/decrease time limit.
- Place the cones closer or further apart.
- Participants need to use every lilypad in the playing area in the time limit provided.
- Change the type of pass to a bounce pass or overhead pass.

7-10mins

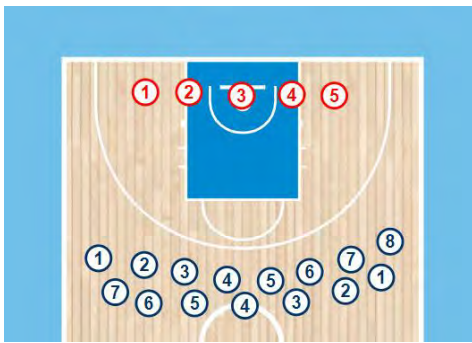
## Pivot Tag

**Purpose:** To physically prepare participants for the session and encourage social co-operation, whilst building confidence with pivoting.

**Equipment:** Nil.

### Activity Setup:

- Participants are divided into taggers and non-taggers.
- Taggers are trying to tag as many non-taggers as possible.
- If tagged a person must land on a jump stop and execute forward or reverse pivots until they are freed.
- To be freed, a tagged participant must receive a high five from a non-tagged team mate.



### Coach on the Go:

"Squash the spider when you pivot"  
"Land low with knees bent so you are quick to go"

### Questions to Guide Learning:

"When would you use a pivot in a game?"  
"What could it help you do?"

### CHANGE IT:

- Participants land on a stride stop – one foot then the other, knees bent.
- Decrease/increase the playing area.
- Have players dribble a basketball during the game.

7-10mins

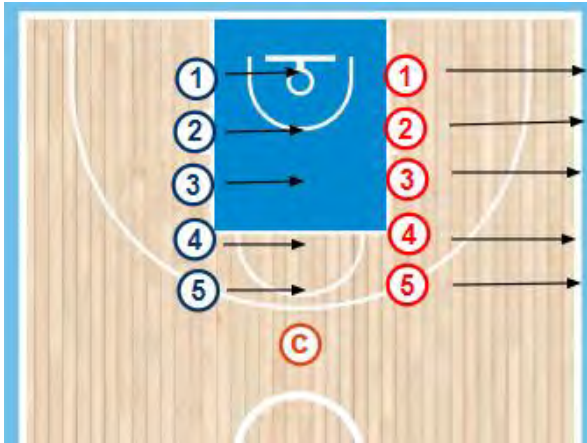
## Crocs v Emus

**Purpose:** To apply dribbling with fundamental movement patterns of acceleration and deceleration.

**Equipment:** 16 cones/markers, one ball per participant.

### Activity Setup:

1. Participants are lined up in pairs side by side.
2. They will be in two straight lines.
3. The coach will tell all participants on the left that they are "Crocs" and all the participants on the right that they are "Emus".
4. When coach calls out the team name, those participants must turn and run towards a marked-out "goal" line three meters to the left or right of the line.
5. The other team turn and chase their partner, trying to tag them before reaching the goal line.
6. Participants receive a point for tagging their partner.



### Coach on the Go:

"Land low with knees bent"

"Help your teammates with a high-five"

### Questions to Guide Learning:

"If you run and move your arms quickly do you run faster or slower?"

### CHANGE IT:

- Add basketballs - participants dribble as they are trying to tag/evade each other.
- Increase or decrease the distance between teams.
- Participants must use a defensive sliding technique or another movement pattern.

2-3mins

## Huddle Up, High Fives and Hands-in

Give your team mates a high-five!

Which activities did you enjoy most?

What did you learn today? What new tricks can you show your family?

Hands in – 1...2...3... Aussie Hoops! (or use club nickname for chant)



## Session 6 of 7

### Key session objectives

1. Create a fun and safe basketball experience for all participants.
2. Maximise each participant's active involvement in the session.
3. Build participants' knowledge of their local basketball pathway.

7-10mins

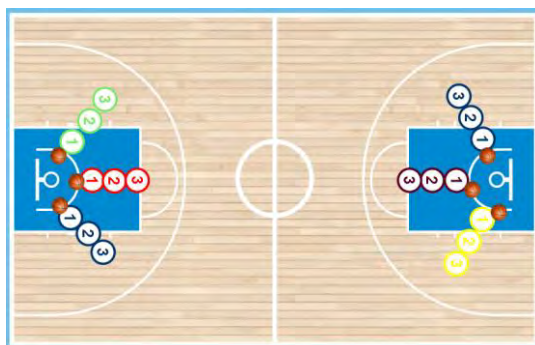
### Race Against the Clock

**Purpose:** To apply participants to shooting techniques in a competitive environment.

**Equipment:** One basketball per group.

#### Activity Setup:

- Separate participants into 2-4 groups per basket. Each group has their own spot, 2-3 metres from the ring.
- Participants must take turns to shoot, with the aim of scoring as many baskets as possible in one minute.
- After providing feedback, repeat and teams must then attempt to break their record.
- Alternately, this can be a continuous game where participants rotate to a new spot immediately after the previous game is completed.



#### Coach on the Go:

“Bend your legs when shooting at the ring”

#### Questions to Guide Learning:

“Where does the power of your shot come from?”

#### CHANGE IT:

- Increase the distance from the basket, requiring 1-2 dribbles prior to taking a shot.
- Modify ring height.

7-10mins

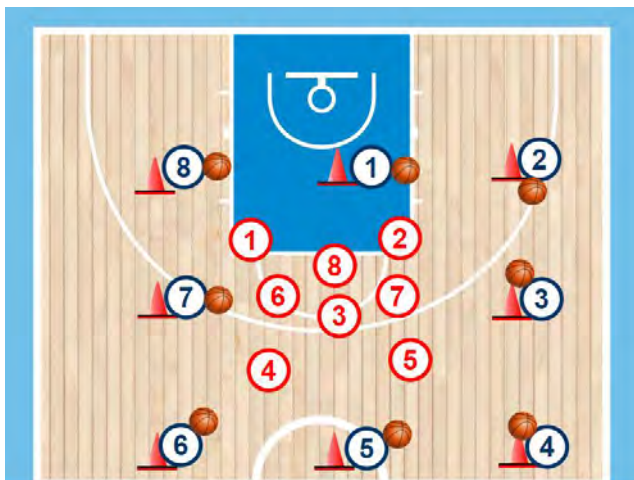
## Passing Grids

**Purpose:** To combine co-operative play with passing and cutting fundamentals.

**Equipment:** Cones/markers to mark out a square, and one basketball between two participants.

### Activity Setup:

- Cones are evenly spread to make a square playing area.
- Half of the group stand on edge of the square, each holding a basketball (passers).
- The remaining participants spread out inside the square (runners).
- When the coach calls "Go!", runners must
  - establish position 1-2 metres in front of a passer;
  - call for a pass from a passer;
  - catch the pass and pass back to the passer.
- The runner must then run to a passer on a different side of the grid and repeat.
- Passers stay stationary for the duration of the game.
- Runners receive one point for successful pass they make within the 30-second time limit.



### Coach on the Go:

"Keep your eyes up"

"Run and find a new passer"

### Questions to Guide Learning:

"Which way should we step when passing the ball?"

### CHANGE IT:

- Increase/decrease time limit.
- Increase/decrease the playing area size.
- Runners must not use passers on the same side for consecutive passes.
- Change the type of pass to a bounce pass or overhead pass.

7-10mins

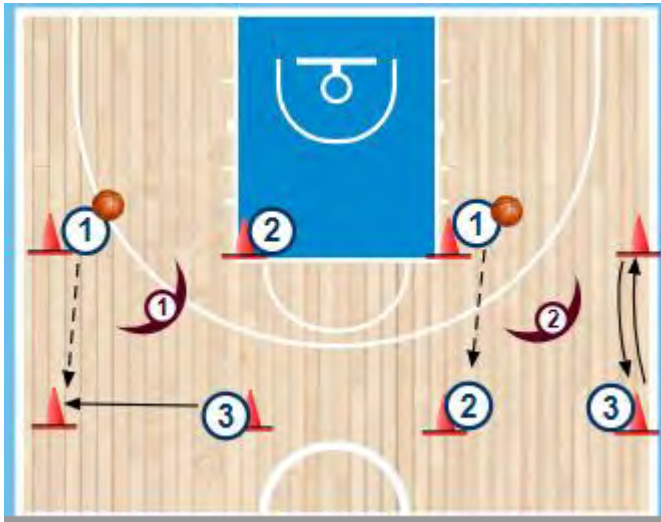
## Emu in the Middle (3v1)

**Purpose:** To apply passing and cutting/leading skills into a game environment.

**Equipment:** Four cones (or hula hoops) and one ball per group.

**Activity Setup:**

- A box is set-up using four cones.
- Three participants (passers) each stand next to a cone – leaving one corner free – with one participant (interceptor) standing in the middle of the box.
- The goal of the passers is to last 30 seconds without losing possession of the ball to the interceptor.
- Passers may only catch the ball at one of the cones – not between cones – and passers may not stand at the same cone simultaneously.
- Play for 20-30 seconds and then rotate roles.



**Coach on the Go:**

"Catch the ball in the air"

"Fake a pass before you make a pass"

"Try to trick the passers"

**Questions to Guide Learning:**

"How could we move the defender's hands to let us pass the ball?"

**CHANGE IT:**

- Add another cone to make a pentagon and play 3 v 2
- Add or remove players from each side (2v1, 4v2)
- Require players to make bounce passes
- Decrease or increase the playing area.

7-10mins

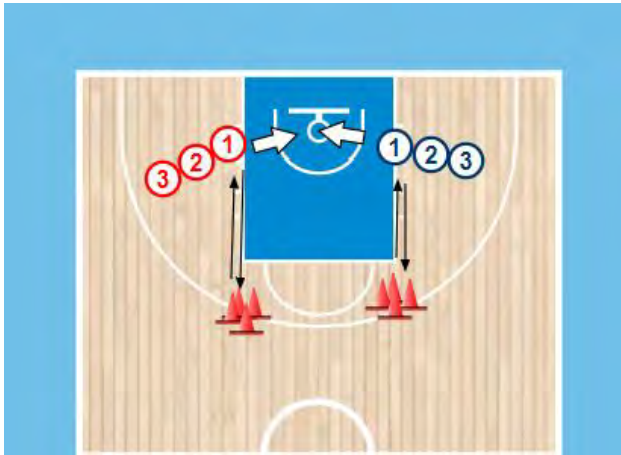
## Green v Gold Shooting Race

**Purpose:** To apply shooting skills into a competitive context.

**Equipment:** One basketball and at least 4 cones/markers per group.

**Activity Setup:**

- Participants are split into multiple groups, each lined up in front of the basket, with a pile of cones allocated to each group at mid-court.
- On the coaches' call "go", participants take turns shooting the ball, gathering their own rebound and passing the ball to their teammate.
- If the shot is successful, the participant may run to the pile of cones, take one and return it to their group.
- The first group to take all of their allocated cones and return them to their group is the winner.



**Coach on the Go:**

"Lift, lock, and snap"

"Finish with a strong emu neck (arm locked out)"

**Questions to Guide Learning:**

"If I don't bend my legs to shoot, does the ball travel as far?"

**CHANGE IT:**

- Extend the distance of the cones from the group
- Increase or decrease the distance from the basket that groups shoot from.
- Allow participants to dribble closer to the ring if required.
- Change the rules such that participants must move all of their cones from one pile to the next, and back – essentially doubling the game length.

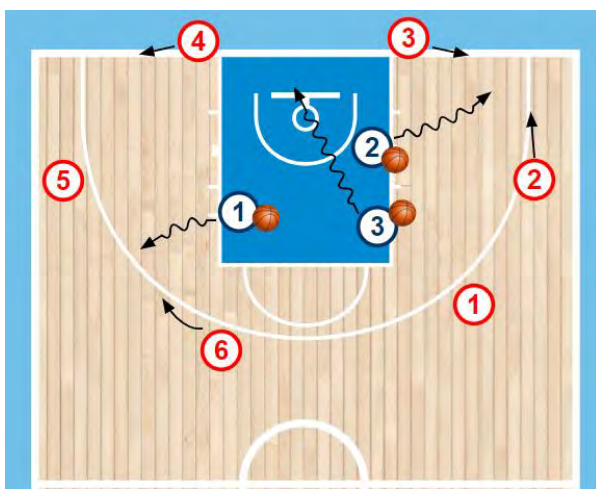
## 7-10mins **Dribble Escape!**

**Purpose:** To develop spacing and awareness on both offence and defence, as well as defensive and dribbling movements.

**Equipment:** 3-4 basketballs.

### **Activity Setup:**

- Dribblers spread out inside set area, each with a basketball.
- The remaining players, defenders, spread out around the edge of the playing area.
- When the coach calls “Go”, dribblers have eight seconds to dribble their ball outside the boundaries of the playing area. Defenders may not grab the ball, but may slide and contain the dribblers within the area.



### **Coach on the Go:**

“Defenders, spread out as far away from each other as you can”

### **Questions to Guide Learning:**

“When is the best time to try and escape?”

“How can defenders work together to keep the dribblers inside the area?”

### **CHANGE IT:**

- Participants can only use left or right hand.
- Increase/decrease the playing area.
- Vary the time provided to escape the area.
- Modify the number of dribblers and/or defenders.

## 7-10mins **Participants' Choice**

What activity do you want to do?

Engage participants as to their favourite activities, ensuring that their choice is:

- Fun
- Inclusive
- Safe
- High Involvement

## 2-3mins **Huddle Up, High Fives and Hands-in**

Give your team mates a high-five!

Which activities did you enjoy most?

What did you learn today? What new tricks can you show your family?

Hands in – 1...2...3... Aussie Hoops! (or use club nickname for chant)



# Session 7 of 7

## Key session objectives

1. Create a fun and safe basketball experience for all participants.
2. Maximise each participant's active involvement in the session.
3. Build participants' knowledge of their local basketball pathway.

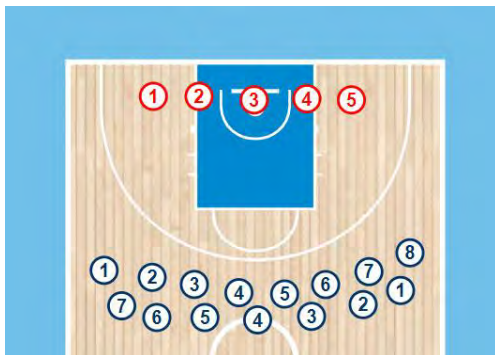
### 7-10mins **Pivot Tag**

**Purpose:** To physically prepare participants for the session and encourage social co-operation, whilst building confidence with pivoting.

**Equipment:** Nil.

#### Activity Setup:

- Participants are divided into taggers and non-taggers.
- Taggers are trying to tag as many non-taggers as possible.
- If tagged a person must land on a jump stop and execute a forward/backward pivot.
- To be freed, a tagged participant must receive a high five from a non-tagged team mate.



#### Coach on the Go:

"Squash the spider when you pivot"  
"Land low with knees bent so you are quick to go"

#### Questions to Guide Learning:

"When would you use a pivot in a game?"  
"What could it help you do?"

#### CHANGE IT:

- Participants land on a stride stop – one foot then the other, knees bent.
- Decrease/increase the playing area.
- Have players dribble a basketball during the game.

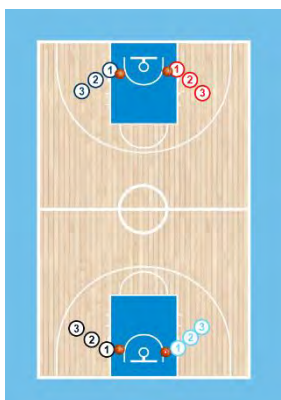
## 7-10mins **Alphabet Shooting**

**Purpose:** To practise shooting in a more competitive environment, with a focus on team work.

**Equipment:** A basketball ring, one basketball per team.

### **Activity Setup:**

- Participants form short lines of 3-4 around each basket. The first child in each line has a basketball.
- The Coach has participants select a "winning word"
- Each participant takes a shot, retrieves the ball and dribble back to their line, giving the next shooter a high-five. The next person must not shoot until they have been given the high five.
- For each shot they make, they shout a letter for a word they are trying to spell out.
- The first team to spell the entire "winning word" is the winning team.



### **Coach on the Go:**

"Lift, lock, and snap"

"Finish with a strong emu neck (arm locked out)"

### **Questions to Guide Learning:**

"Does the ball go higher or lower when I bend my legs?"

### **CHANGE IT:**

- Make the words more difficult.
- Increase the distance from the ring.
- Have participants dribble with their opposite hand.

7-10mins

## Farmer's Gates

**Purpose:** To develop spacial awareness whilst using dribbling and ball handling skills.

**Equipment:** 20 or more cones and one basketball per participant.

### Activity Setup:

- Two cones are placed side by side with a distance of 1 metre between them (creating a gate).
- Place at least 10 gates in the area that participants are going to be playing in.
- Participants will dribble their basketballs through as many gates as possible, receiving one point for each gate they dribble through.



### Coach on the Go:

"Tag as many other participants as possible and stay moving"

### Questions to Guide Learning:

"Where should our eyes be looking when we dribble the basketball?"

"What part of our hand do we dribble with?"

### CHANGE IT:

- Increase/decrease a time limit.
- Some participants start the game without a basketball encouraging them to steal a basketball from other participants.
- Participants to change dribbling hand after each gate.
- Participants complete the activity in pairs, pass to a teammate through each gate.
- Participants are not allowed to dribble through the last four gates they went through.

7-10mins

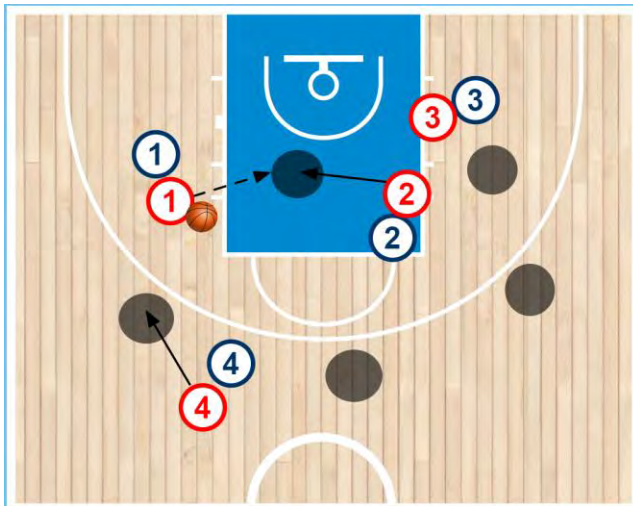
## Hoop Ball

**Purpose:** To introduce participants to team offence and defence whilst applying basic passing fundamentals.

**Equipment:** One basketball, 3-4 hula hoops, and enough bibs to split the group into 2.

**Activity Setup:**

- Divide participants into two groups.
- One group will be the offensive team and the other the defensive team.
- A series hula hoops are placed randomly on the court.
- Teams receive one point each time they successfully pass to a player standing inside a hula hoop.
- Participants may go into a hoop for two seconds' maximum before they must exit the hoop.
- The defensive team is attempting to intercept the ball in the air whilst the offensive team try to score.
- If they are successful in doing this, then the roles change.



**Coach on the Go:**

"Pass and move"

**Questions to Guide Learning:**

"If we stand still are we hard or easy to guard?"

"If we stand in a group is it harder or easier for us to score?"

**CHANGE IT:**

- Designate the type of pass to be used.
- Allow dribbling by the participants, maximum of two dribbles.
- Increase/decrease the size of the playing area.
- Increase/decrease the number of players on each team.

7-10mins

## Rob The Nest

**Purpose:** To encourage team play, tactical decision-making and develop speed dribbling ability.

**Equipment:** One basketball per participant.

### Activity Setup:

- Divide group into teams of 3-4, each team with a marked corner (nest).
- All basketballs are in a pile in the centre of the court.
- On "go", one participant from each team runs to the centre, takes a basketball and dribbles it back to their nest. They then tag the next participant who completes the same task.
- Once all basketballs are collected from the centre, participants may run to another team's nest, take one basketball and dribble it back to their own.
- If a participant is tagged whilst dribbling the ball, they must return the ball back to the nest they robbed it from.
- The team with the most basketballs in their nest when the coach blows their whistle is the winner.



### Coach on the Go:

"Pound the ball into the ground"  
"Dribble with eyes up so you can see where you are going"

### Questions to Guide Learning:

"Where should our eyes be when dribbling the basketball?"  
"What part of our hand do we dribble with?"

### CHANGE IT:

- Option to have participants "guard the nest"
- Use cones rather than basketballs.
- Participants go one at a time to rob the nest.

7-10mins

## Participants' Choice

What activity do you want to do?

Engage participants as to their favourite activities, ensuring that their choice is:

- Fun
- Inclusive
- Safe
- High Involvement

2-3mins

## Huddle Up, High Fives and Hands-in

Give your team mates a high-five!

Which activities did you enjoy most?

What did you learn today? What new tricks can you show your family?

Distribute certificates

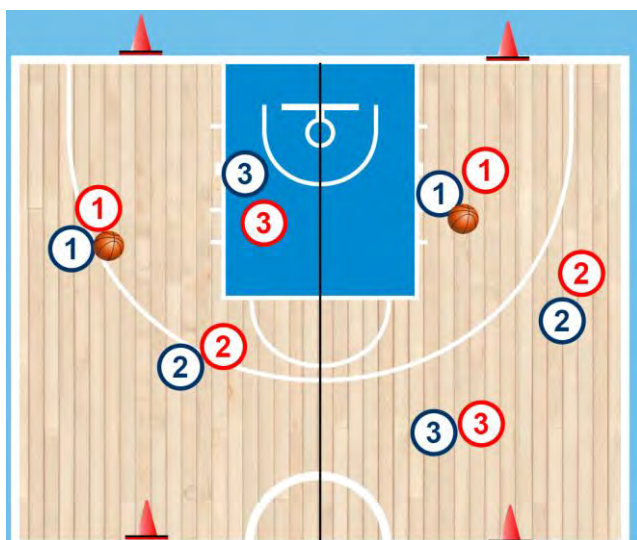
Hands in – 1...2...3... Aussie Hoops! (or use club nickname for chant)



## Extension Activities

The extension activities are more advanced and should be only introduced once participants are comfortable with basic passing and body movement principles.

7-10mins <b>Hit the Cone</b>	
<p><b>Purpose:</b> To introduce younger participants to a full-court game (including transition) where the rings are too high to facilitate scoring.</p> <p><b>Equipment:</b> One basketball per group, bibs as required.</p> <p><b>Activity Setup:</b></p> <ul style="list-style-type: none"><li>• Divide the group into two evenly matched teams.</li><li>• Set multiple playing areas by using the court markings and cones/markers as required.</li><li>• Place two cones at each end of the area.</li><li>• Teams score by passing the ball at their cone and knocking it over. They may pass or dribble the ball to maintain possession.</li><li>• The defensive may intercept passes but may not steal the ball whilst an offensive player is holding it.</li><li>• One point is given for each cone that is knocked over.</li><li>• Set the playing time or “first to” score.</li><li>• When the cone is knocked over the game is restarted with the opposition receiving possession at the end of the playing area.</li></ul>	<p><b>Coach on the Go:</b> “Eyes up” “Fake a pass before you make a pass” “Look towards your goal”</p> <p><b>Questions to Guide Learning:</b> “Which way should we step when passing the ball?”</p> <p><b>CHANGE IT:</b></p> <ul style="list-style-type: none"><li>• Modify the number of players on each team.</li><li>• Make the court size larger or smaller.</li><li>• Restrict dribbling.</li></ul>



7-10mins

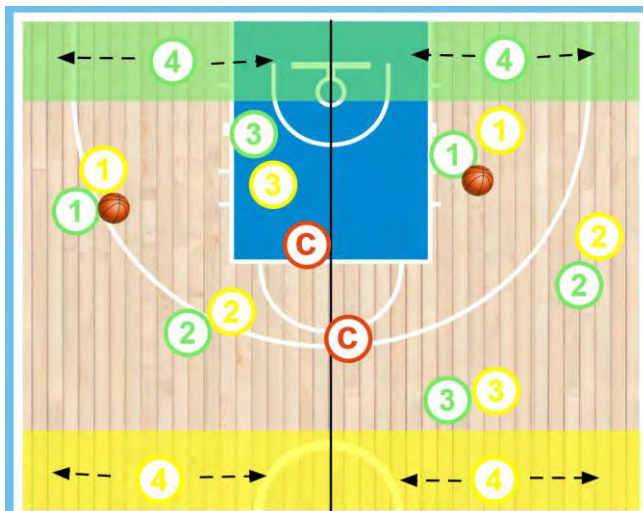
## Goal Ball

**Purpose:** To introduce younger participants to a full-court game (including transition) where the rings are too high to facilitate scoring.

**Equipment:** One basketball per group, bibs as required.

**Activity Setup:**

- Divide the group into two evenly matched teams.
- Set multiple playing areas by using the court markings and cones/markers as required.
- Use cones/markers to mark a zone at each end (highlighted below).
- One player from each team must stand in their team's goal zone, and may move anywhere within that zone.
- The attacking team needs to progress the ball into a position to knock down the cone.
- One point is given for each cone that is knocked over.
- Set the playing time or "first to" score.
- When the cone is knocked over the game is restarted with a jump ball or with the opposition getting possession at the end of the playing area.



**Coach on the Go:**

"Eyes up"

"Fake a pass before you make a pass"

"Look towards your goal"

**Questions to Guide Learning:**

"Which way should we step when passing the ball?"

**CHANGE IT:**

- Modify the number of players on each team.
- Make the court size larger or smaller.
- Allow dribbling.

7-10mins

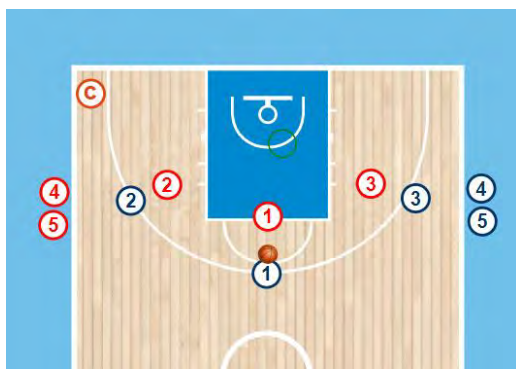
## 3x3 (“Three-on-Three”)

**Purpose:** To introduce participants to a game of basketball with appropriate modified rules.

**Equipment:** One basketball per group, bibs as required.

### Activity Setup:

- Split participants into two teams.
- Game with modified rules:
  - Use a size 5 basketball
  - Where possible use an 8-foot basketball ring;
  - No 3-point line
  - It is a violation to steal the ball from someone’s hands;
  - Participants may shuffle their feet on the spot when they have the ball;
  - Participants may use two hands when dribbling to gain control; and
  - Establish compulsory playing time during games (i.e. everyone must play at least 3 quarters) or have a set time for substitutions.



### Coach on the Go:

“Make sure you are moving without the basketball”

### Questions to Guide Learning:

“How could we move the defender’s hands to let us pass the ball?”

### CHANGE IT:

- Play as 4v4
- Require that a minimum number of passes be made before attempting a shot.
- Requires the areas where shots can be taken from.
- Place a maximum number of dribbles that can be taken before passing or shooting.